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ABSTRACT

An outline of the increasing amount of change required of modern man, specifically in Czechoslovakia, to cope with the demands of a rapidly advancing technology is presented. Consideration is given to leisure time, work requirements, and educational needs. (CK)

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No. 8

WORK, LEISURE TIME AND ADULT EDUCATION IN TECHNICALLY ADVANCED INDUSTRIAL COUNTRIES[x/]

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x/ This is the first draft of a document drawn up by the European Centre for Leisure and Education as a working paper for the Third World Conference on Adult Education, to be held in Tokyo, Japan, 1972.

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Contemporary scientific and technical progress, through transformations in work and releasing "time at man's disposal", creates enormous possibilities for the development of human forces, for the growth of general education, for the favourable solution of fundamental social and human problems. An investigation of the interconnections between work, leisure time and adult education in technically advanced, industrial countries means concentrating attention primarily on the great structural changes in the productive forces, which influence and

differentiate to a far greater extent than ever before all aspects of social and cultural relations. At the same time, the social and cultural results of economic progress react upon the development of the productive forces to a far greater degree than previously.

1. Interconnections between work, leisure time and adult education

If we wish to determine the existing links between work, leisure time and adult education, it is necessary to discover how the changes brought on by scientific and technological progress, along with changes in the number and in the social structure of the population, determine the relation between

- the total amount of work, the size and structure of society´s time
- the present-day state of work, changes in its content and forms, the restructuring of life´s values, qualificative demands and the evolution of human abilities
- the volume of production of consumer funds, the movement of the living standard, the amount of leisure time and new activities in life

1.1. Time at the disposal of society

The relative percentage of working time in the total amount of society´s time decreases thanks to the development of the productive forces and increased longevity.

Even more significant are the changes in the structure of society´s overall working time: The relative percentage of agricultural work decreases, the percentage of work of engineers and technicians increases; there is an increase in the number of employees in public and cultural services in relation to the total number of the working population. The structure of society´s time thus changes considerably because there are vast differences in the content and length of various types of activities among different socio-professional groups.

The technological changes and increase in society´s demands determine the growth of the amount of time spent in educating the younger generation and adults. In recent decades the length of obligatory education has been considerably prolonged.

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The growing amount of time for education has an impact both on the

structure of the work week /education requires a material and organizational foundation/ and society´s leisure time, since the percentage of time for study and self-education within leisure time increases.

1.2. Present form of work

In view of its present form, work in technically advanced industrial countries /specially notable in large-scale, industrial production and in the services/ does not have the prerequisite to become a direct source of satisfaction for a large part of the working people, to become their life´s need. Furthermore it has not yet become directly linked to the development of the working people´s own forces. It serves chiefly as a means of acquiring and ensuring one´s basic living necessities. This limited form of work, customarily combined with corresponding limitations in qualifications, arouses a need to compensate for its shortcomings in the sphere of mass consumption and leisure time. Economic development is, of course, based on work. Work in itself, however, does not provide enough scope for creative self-fulfilment for all working people, through which their participation in civilization´s progress would be much broader and extensive. Transformations in the technical level of production, however, will continue to demand greater creative activity on the part of the working people and will blend more closely with such activity.

1.2. 1 Development heretofore in the reconstruction of society´s productive forces, beginning with the first industrial revolution, meant a transition from manually manipulated instruments of production to machine-run ones and was influenced only slightly by scientific disciplines /mechanics, physics/.

In the present stage - and for the nearest future - mechanization of technology and rationalization measures of organization are and will be chiefly used. This leads to the further subdivision of work and of all functions into simple elements of servicing machines. The great impact of automation technology - even if very marked - probably does not play a primary role.

1.2. 2 For some strata of working people, particularly in industry and the terciary sphere, work becomes simplified and a certain measure of de-

qualification occurs.

In recent years in a number of technically advanced countries the number of skilled workers has been gradually and almost imperceptibly reduced. The spread of the sphere of simple, not highly skilled work becomes a stagnation factor of the working people's level of general education.

1.2. 3 Temporary dequalification processes are however accompanied by contrary trends: a rapid rise in the education of management and specialized personnel.

The internal contradictions and circumscriptions of a transitional form of economic development on the threshold between extensive and intensive growth clearly appear as follows:

The potential of human forces increases, firstly, more as the result of the growth of a particular group of specialists rather than as a result of the general development of the abilities and qualifications of the working people.

This is probably what accounts for the social roots of renovated theories about elites, ascribing the main importance in the scientific and technological development of production to specialists, and a source of pessimism that sometimes accompanies the announcement of broad programs of adult education and which finds confirmation of its fears in the more and more evident signs of crisis phenomena in this education.

1.3. Changes in the nature of work

Analyses of work and its basic features must be carried out at various levels of its social organization and in relation to individual workers. At the same time it is essential to note the entire scale leading from relatively small changes in the working environment, in the conditions of work, and in relations at the work site /these are problems dealt with primarily by rationalization and humanization of work/ to changes caused by the most complex technical means, chiefly cybernetics and automation.

How can we characterize the changes occurring in the nature of work, in the period when the scientific and technological revolution advances, so that we can draw the proper conclusions for educational systems? The main

features of these changes are:

The work process becomes a scientific process. There is a developmental acceleration during the transformation of the content, forms and functions of a person´s work-fulfilment, mainly as a result of the increased rate of introduction of scientific inventions into production. The social importance of those working activities rises in which human abilities and qualifications continue to develop and are applied. Work, which until the present was the basic means of obtaining a livelihood, recedes into the background in this capacity as a condition "sine qua non" and, moving to the forefront is the creation of prerequisites for an intrinsic self-realization by man, an active, free self-made person, and the recognition personal qualities. The humanizational effect of work on all spheres of activities, and on the complex life of people, individuals and whole societies, increases.

A more profound understanding of these processes requires analyses of

- the way science penetrates into production
- the changes in the individual aspects of work
- the gradual changes in the content of work during the transition from mechanization to automation

1.3.1 The penetration of science into production is concretized in three directions: in terms of qualifications, in technology and organization. The role of science is not confined just to the material development but also to the human aspect of the productive forces.

Science penetrates production in two forms, by means of a qualification factor:

- through the participation of the bearers of science - the specialist - in the overall production process, and not merely in higher management bodies and enterprises, but even in scientific and research bases. Thus science becomes an object of production by its bearers who, on the one hand,create it and, on the other hand, apply it.
- through the rise in qualifications of direct producers. The fundamental and continuously growing element of this qualification is a given sum of

scientific knowledge. On the one hand it is general, comparable to the gradual spread of general secondary school education, and on the other hand it is special knowledge about a given production process.

1.3. 2 As regards the technical aspect of work, every additional degree of technical equipment per unit of the labour force produces a notable change in the quantitative relation between the percentage of live work and the amount materialized by the means of production.

Working functions will gradually be replaced by technical functions. Even certain functions on the level of mental labour will be performed by machines.

This results in physiological consequences for the character of work in future, working activity will be ever more demanding in terms of those elements of mental work that cannot be replaced by machines.

Demands will be increased on the ability of a worker to more frequently and rapidly adapt his working and living style to changing conditions.

In the work process, the contribution of the management functions, of conceptual programers and creative applicators in production will increase.

1.3. 3 Development in the technological-organizational work processes also changes professional structures by relocating workers from the direct production process to a phase of preparation, control and management, which will be linked to the expansion of more demanding qualifications and more socially responsible actions. A relatively broad amalgamation of functions /mainly of workers/ and processes will occur.

The integration of working class professions will be accompanied by the disappearance of physical and lesser skilled work, the percentage of manual labour will decline, the number of workers who service, repair and do maintenance work on machines will grow.

The structure of working groups where, in various permanent or temporary teams, not only workers of different professions will be grouped but also representatives of physical and mental labour, merits special attention.

1.3.4 Analogical results are derived from analyses of gradual changes in the content of work and working functions during the transition from mechanization to automation.

The general view seems to be that through automation, man will gradually liberate himself from those controlling functions in direct production, which were performed by an operator servicing mechanized production equipment.

Whereas in mechanized production the operator still has the main controlling function, chiefly in servicing a one-operation machine, and primarily in the motor control element and the manually controlled mechanism of the machine, with automation the situation will alter radically. Even now, with only partial automation, the operator's sensory and intellectual functions have increased at the expense of his motory functions.

With complex automation, even these functions will be assumed by an automated controlling mechanism and man will be liberated from working directly in production.

Analyses often do not stress sufficiently the particularities of subjective productive forces, exaggerate the influence of material changes and forget the comprehensiveness of reproduction of the personality in the work and non-working sphere.

Persons who, through technical progress, are liberated from physical fatigue often have to face other forms of fatigue which stem from a work regime of regulating a machine, being isolated from others, feelings of inferiority and disaffection, of being isolated in the complex automated processes.

Production, science and technology are developed by people and without the development of the human factor it is impossible for any length of time to develop production, science or technology. The fears expressed that there might be a considerable lag in the development of the human factor and that only with great difficulty might man then be able to adjust to the development of science and technology, assuming the rapidly changing conditions of life, are not unjustified. A number of prob-

lems resulting from the onset of automation and the tendency toward dequalification in certain fields of work are already evident today. Furthermore, the factor of the organization of work, whose inability to keep step with the development of technology can prove a negative influence on the work process and human relations at the work site, must also be taken into consideration.

1.4. Changes in qualifications and the development of professionally qualificative structures.

1.4. 1 The mechanism of change in the level of qualificative norms regulating the character of the "supply" of people of a given educational level and the "demands" of society, following a fixed acceptable educational structure of the population, has still not allowed any contemporary society - even one with the most perfectly planned educational composition of a given population - to carry through simple pragmatically-formulated requirements in this sphere. There are too many factors at work which no planned system can encompass.

1.4. 2 The basic conception of the category of qualifications indubitably belongs to the second group of problems resulting from their changes. Until now, a qualificative content was viewed almost exclusively from the standpoint of economic effectiveness of output and did not take into consideration the effectiveness of overall social needs.

An ever bigger problem is posed by the question what criteria of effectiveness should be used to judge qualifications in large growing fields of modern production technology /in atomic technology, in certain branches of electronics, and so forth/, in science, in education, in health services, in cosmic exploration and so forth, from the viewpoint of the needs of social development.

1.4. 3 With further technical development, there will be a steady decline in the amount of work dominated by mechanical routine, whose tempo, speed and output depended entirely on the machine, as a simple matter of expending the force of human brawn and nerves in production. There will be an increased demand for workers with specialized, multipurpose

training, having the prerequisites for a broad adaptational skill on the level of demands calling for creative solutions to problems in production, in management, in the service and adjustment of machines.

1.4. 4 Release from the direct production process at the same time as the preparation of production requires a larger number of specialists /science, research, design, construction, technological, economic and administrative preparation, planning, programming, administration at all levels, and so on/ will create the need for a more universal basis of qualifications and permit the integration of several specializations or even professions with more challenging theoretical preparation and specialized experience under dynamically changing conditions.

1.4. 5 Relatively stable trends have already been established for the quantitative and qualitative development of professionally qualificative structures in the individual sectors of the economy. These assume in first place a marked shift of workers from the first /agriculture and mining/ and second sectors /industry/ to the third sector /services/, and more particularly that part of the latter sometimes referred to as the fourth sector which includes the complex of scientific research and the field of training /education and culture/. At the moment this shift between the secondary and terciary spheres is most marked in the United States where, according to Friedmann, the gradual stabilization of the percentage of workers in the secondary sphere will bring their number to between 10 and 15 per cent, whereas in the development of the terciary sector as high a ceiling as 80 per cent of the total economically active population is envisaged.

1.5 Links between work, leisure time and adult education

In view of present-day technological changes, professional structures are being transformed along with the amount of leisure time. New demands on education, on the content of leisure time, on the whole present-day and future way of life arise as a result.

1.5. 1 There are always certain social forces, a certain philosophy of life, a certain concept of man behind the various conceptions of work and

leisure time and their interconnections /compensation, identity, contrast, transfer, separation, and so on/.

"The meaning of leisure in a given civilization depends on the meaning given to work. What the individual demands of leisure depends on what he has and has not found in his work and on what the education he has received has made him." /Raymond Aron/

Therefore, the dilemma of work or leisure time is a false dilemma. The socio-cultural importance of work and leisure time resides mainly in how well spent leisure time can contribute to the working output and what role leisure time plays in the all-round development of the personality. Research shows that the level of education one attains greatly influences an individual's entire life style, including the culture of work and leisure time. Adult education can therefore be understood as the function of feedback interconnections between work and leisure time in various spheres and levels of life of individuals and social groups.

These interconnections are valid even when it happens that programs arranged too pragmatically, taking a narrow view of leisure time /as a medium for adult education, or as preparation for work/, meet objections rather than approving acceptance. In contrast to this, programs of education for the appropriate use of leisure time in which any kind of link to work is explicitly excluded are often regarded with great interest.

The borderline between work, leisure time and adult education becomes more amorphous even as a result of accelerated cultural changes. The more and more demanding need to keep step with the growing amount and number of scientific and technological innovations and information, to understand them, to assimilate them in terms of their social and human consequences, cannot be achieved in the relatively reduced time of formal education /because of the growing mass of knowledge and information/. The need for an uninterrupted, lifelong educational process is constantly more pressing. Lifelong education in itself /even without changes in the nature of work and in the content of extended leisure time/ would be enough to basically influence all the elements of an individual's time, the various

stages of his development and his value-orientation.

1.5. 2 The changes taking place in the economic-technological processes, the trends in consumption and living standards, the shifts between town and country, the development of qualifications and education, greatly affect the structure of human needs, their scale of values, aspirations, motivations for activities and the whole way of life. Important changes are wrought in the demands of the population and in the possibilities of satisfying them. Prerequisites are created for the spiritual demands of the working people to appear under positive social conditions and in a favourable climate of innovation.

What is needed more and more is a differentiation in the process of the development of consumption. Those aspects must be singled out and supported that, apart from personal and social benefit, are of specific importance for the development of the physical and mental qualities of working people, for the increase of their knowledge and scope, their participation in running society, their general creative abilities, professional preparedness, their attitude to the collective and feeling for social values.

Economic growth is expressed most notably at first in the increase of consumption, or possibly in leisure time. The universally necessary mass development of consumption - during which there is a tendency to give priority to material consumption demands - results in a steady decline in traditional cultural consumption, at the same time as the widespread reproduction powers of the cultural industry, using all mass media of communications, are on the rise. In this field too, research has shown the full dependence of the structure of consumption, including leisure time, on education in the broadest sense of the term /not merely vocational, but also political, general, and so forth/.

1.5. 3 Unclarities in relations between work, leisure time and education, stemming from unclarities in the links between the social changes and various phases of scientific and technological development, appear at present in very marked fashion as a crisis in the educational systems

which lack perspectives. There is a feeling of insecurity as regards the future of education. The inability to place all graduates of certain vocational /specialized/ schools, because during their studies economic goals were not achieved or were changed, only strengthens these doubts about the future value of education. But all this proves more that education cannot be understood in a narrow, utilitarian fashion, merely as preparation for a given profession, but should be considered, rather, as the creation of prerequisites necessary for the further development of an individual´s and society´s life. These prerequisites also conform to the overall tendencies of civilization´s evolution and, therefore, the long-term planned, prognostic orientation of all elements of the educational system must be in harmony with them.

2. Basic functions and perspectives of adult education

Changes in the foundations of civilization /technology and organization of production, the development of science and technology, the structure of the labour force, qualificative prerequisites for work, the democratization of society and exercise of political power, leisure time, the information explosion, mass culture, the family structure, increased longevity, and so on/ have radically changed traditions in adult education already, created new approaches, means and institutions and in the present phase require a complete reformulation, from the ground up, of the goal structure of education and education for adults.

2.1. New strategies in adult education

2.1.1 Instead of cultural charity and education intended for non-privileged social groups, instead of haphazard ways of acquiring general and specialized qualifications, when the regular school system for children and youth does not satisfy rapidly growing needs, a system of education and adult education is constituted as a universal social instrument for the harmonic development of the personality and all its creative abilities, and of the regulation of work qualifications of all members of society and the cultivation of their special-interest activities in leisure time. If this fundamental purpose is carried out then the picture of education as an autonomous sphere, isolated from work, from practice and daily chores must be abandoned, along with the idea of education as a mere transference of cultural values, something offered as a privilege to the social and intellectual elites, education that ends and is limited to the initial phases of an individual´s life. Additionally, the sharp lines drawn between general and specialized education, and a failure to take into account personal interests as the motivational basis of education, must be renounced.

2.1.2 Adult education in the ´sixties became a more global and internally integrated system.

The main impulse for its development and restructuring were chiefly the needs of all economic branches and the interests of all vocations and professions. Apart from these newly growing needs the influence of cul-

ture, politics and the sphere of individual existence continues to affect adult education.

2.1. 3 Therefore it is necessary to characterize adult education in a unified series of functions that relate, on the one hand, to the exercise of a profession and work qualifications, and on the other hand to other activities of human beings and their leisure time.

2.2. Functions of adult education in relation to work

The functions of adult education /and training/ in relation to work are determined by the importance of education for the social and professional status of an individual and the place which the acquisition of new knowledge and skills occupies in his professional career. The following functions are involved:

- compensational
- adaptational
- specializational
- requalificational
- conversional

2.2. 1 Adult education must fulfil a compensatory /recurrent, certificational/ function for those individuals who, in view of their age, did not acquire the necessary amount of school education and a requisite educational certificate before start ing to work in a vocation. Compensational education makes the same demands as far as examinations are concerned as the school system /elementary or obligatory, specialized, secondary or vocational, semi-university level or university level/. The result is school and university forms of adult education which, analogically with fulltime studies, have precisely established entrance requirements and similar or analogical study programs. This form is attractive mainly to individuals in the younger age category of adults who will sign up for long-term study courses chiefly because they desire social advancement through a higher level of education. This motive in adult education is one of the strongest and most stable.

The more the school system is built on the principle of selectivity the

greater the compensatory function in adult education. It is an integral part of the efforts being made to democratize access to education. Under certain conditions - when there are sharply increased demands for a higher level of qualifications among a large number of workers, demands which cannot be satisfied through the absorption of fulltime school graduates - school forms of adult education create equivalent educational paths for the attainment of the requisite educational qualifications.

In terms of compensatory university education there is a more and more marked effort to remove all limitations on access to study /examinations on the level of upper secondary schools/. The development of compensatory study shows considerable fluctuations in the number of participants and becomes more stable only when economic development is steady and when a democratization of the school system occurs.

2.2. 2 The adaptational function of adult education is more universal. It relates to all individuals, no matter what vocations or professions they adopt. Since the graduate of a secondary vocational school or university is mainly prepared from a theoretical and general standpoint - regardless of the concrete conditions of work in a given enterprise or a particular post - these forms of adult education, concerned with supplementary instruction for individuals or groups with a view to the practical exercise of a given vocation or profession, are growing. Supplementary instruction means gradually and systematically overcoming the barriers between the school atmosphere, a simplified model of the work process, and the work process complex per se with different social relations. At the same time, however, a link-up must be made with the content of study in the preparatory schoòl or specialized institution. The adaptational function primarily creates short-term or non-recurring educational forms. It is carried out in production enterprises, in the field of services, transportation, and also in medicine, education, and so on. Young workers in the organized adaptational phase of their professional careers also come to terms with their various educational qualifications, the result of their having completed different educational institutions of learning. The adap-

tational function of adult education is still underestimated in the sense that its purpose is attributed to preparatory education. Without the adaptational phase, however, no real "contact study" can be created as a continual blending of preparatory and further education.

2.2. 3 It is necessary to understand even the specializational function of adult education in connection with preparatory education since it tends toward supplementary education in the sense of acquiring professional specialization. Specialization is also understood as raising one´s qualifications and a higher degree of professionalism /gaining a more narrow specialization and, at the same time, intensifying one´s professional knowledge/. In contrast to customary, universally conducted adaptation, the non-recurrent specialization concerns only selected individuals. Specialization in the later phase of a professional career, after one has attained practical experience, requires challenging, often long-term courses. The specialization function makes itself felt in professional adult education primarily in the form of schooling for managing, planning, and control functions. This relates specially to working people of middle age and assumes the form of training cadre reserves. Considerable attention is now being paid to specializational study in many work fields and at universities. In future, such specializational study courses which have their rational place in an overall system of supplementary education will be expanded.

2.2. 4 The requalificational /renovational, actualizational, "recyclage"/ function is the most pronounced manifestation of newly arising needs of lifelong, professional education. It accompanies an adult´s working and living career and is noted for its periodicity and universality. The point of requalification is to revitalize a person´s educational foundations, in relation both to professional and to general and cultural education. It does not mean a simple reproduction of the educational process, as carried out by elementary and secondary, or vocational schools and universities, but a confrontation of previously acquired qualifications against new scientific and technical findings, against a practice of stultified think-

ing patterns, a confrontation of personality attitudes and professional approaches to the need for innovation in a whole areas of work. Requalification is the most challenging part of the system of lifelong education, organizationally and pedagogically, and it comes up against considerable material and functional difficulties. The rigid, professional attitudes of a considerable number of working people are no less important obstacles to its realization.

2.2.5 As a result of technical development, economic reorganization and changes in regional structures of enterprises, some groups of workers /mainly in manual vocations/ in modern industrial societies must be retrained for other vocations. The conversional function of adult education is either a matter for an enterprise itself or a public, mainly state, problem. It is a product of social necessity and demonstrates the viability of a socio-political system. In adult education, the extension of qualifications through additional skills is a means of preventing conversional measures. These skills can also be understood as part of the requalification processes resulting from the influence of technical development of professional integration.

2.3. Functions of adult education in relation to the non-working sphere

Of all the above-mentioned functions, and types and organizational forms of adult education dependent on them, only the compensational function groups individuals of different professional fields and vocations. All the other functions associate adults working in one or in several related professions. If compensational study requires extensive effort mainly by the public /state-run/ school, then the other functions must be carried out chiefly by enterprises /employers/, employees' and professional associations. The content of instruction in the above-mentioned forms of adult education is determined by the conception of the schools and professions. The one-sidedness of such grouping is overcome by an educational assemblage on a platform of adult educational development with a view to needs other than of a professional nature and the needs of leisure time activities. The function of adult education in relation to

this sphere must be classified according to another principle, that of a contextual tendency. From this standpoint the following functions /tendencies/ in adult education can be distinguished:

- civic-political development
- cultural development
- physical development and health training
- the development of social relations
- the development of personal interests and mastering practical skills

2.3. 1 To enable an adult to participate with full rights in public and political life, his ideological-political and social-scientific education, acquired in school in a period of social immaturity, should be supplemented by political instruction, now based on experience gained through the ability to fully enjoy social and political life. Such a tendency in adult education is carried out in close association with participation in public life /therefore the frontiers of political activity and political education can be demarcated only in relative terms/ but at the same time it has created a broad palette of systematic, authentic educational forms. This type of tendency in education affects nearly all citizens of a country, thanks chiefly to the mass media and political, professional, cooperative and other organizations. The latter are the bearers of general political education of a given social system and of special education stemming from limited social interests. Political development makes itself felt as a partial goal in the realization of qualificationally oriented education /notably specializational and requalificational, and also compensational/.

The historical beginnings of modern adult education are linked to the political tendencies of social classes and groups and this character has been maintained until the present time in educational work with adults. An attempt to separate such tendencies in education weakens the social effect of the lifelong educational system. An important and by no means insignificant part of political education is education for international understanding and peace.

2.3. 2 The quantitative growth and increased demands on professionally

qualificative education have created a new situation in recent decades for the cultural development of adults as well. The habit of systematic professional improvement of an individual's qualifications can also influence his need to bring up-to-date his general educational, scientific and aesthetic knowledge, particularly if personal culture has become an integral part of periodic requalification. However, a liberal arts education must be given its independent place in future as well in the frame of the organized "popularization" of science and art and amateur creative activities.

2.3. 3 The conception of a harmonic development of the personality calls for the inclusion in the adult educational system of physical training, health care and safety instruction, whose importance has increased as a result of changes in working and living conditions. Mass, adult physical education produces a number of independent, special-interest organizations and institutions and represents an important compensatory activity both of work and education. Their organic meshing with cultural and educational organizations appears to be very desirable. Similarly, health instruction /in the broadest sense of the term/ occupies an ever-growing importance in planning educational influences on an adult, and this should be coordinated with preventive and hygienic care.

2.3. 4 An individual has relations of a private and family nature as a result of which there are commitments and problems. A function of adult education is therefore to educationally influence inter-personal working and neighbourly, generational, marriage and family relations, to help resolve problems arising from old age and the transition to a period of non-work again, and so forth. Education for parenthood, vocational guidance and gerontological pedagogy merits special attention.

2.3. 5 In societies where leisure time is increasing, opportunities are arising for numerous strata to satisfy their personal interests. This special-interest sphere also has its pedagogical equivalent since it stimulates a desire to systematically acquire knowledge, skills, and the prerequisites for creative activity. Adult education thus constituted re-

presents to the individual part of the compensation for demanding work and public activities, is close to active rest in the sense of physiological and mental hygiene, satisfying the need for authentic creativity, improving the individual´s prerequisites for the satisfaction of life´s daily demands. Institutionally these forms are conducted by clubs, special-interest and adult education organizations.

2.4. Specific features of adult education

In most countries the situation which prevailed in the past still remains today in which adult education is a secondary function of various social activities and organizations and is subordinated to other purposes, and for which this education is a marginal and dependent question. Comparative analyses generally confirm the tendency to separate adult education from all other social activities. That is why attempts to define and circumscribe the meaning of adult education derive from the custom of saying what it is not and not what it is. /It is not the imparting of information, the dissemination and application of scientific findings in practice, the apprehension of works of art, the exercise of political power, the administering of public matters, of social associations, entertainment and recreation, the utilization of leisure time, and so on./ The gradual differentiation of adult education from other social activities is of course the main path to creating new links in the educational system, but a negative circumscription must be complemented by a positive one.

2.4.1 Only such intentional activities which encourage among adults more or less long-term, regularly repeated mastery of a certain select type of knowledge or intellectual approaches and various sorts of skills can be called educational. At the same time, the learning process is reflected subjectively, calling for a certain will power and stemming from given, conscious motivation. The contents, which are mastered, have been carefully thought out for this purpose from explicitly formulated or implicitly didactical viewpoints which, however, cannot be deduced by a simple, straight path leading from school instruction. Participation in this education requires an inner, personal decision and a contextual

choice, stimulated by the educational offer. If it takes place in leisure time, it also runs over into the working day and assumes that the participant has planned his decision in terms of time as well. The motivation for such a decision and participation in the educational process is very diverse. On the whole it stems from an adult´s individual life situation in which, apart from his /her/ work status and work qualification requirements, he also is aware of his own level of education and the need to raise it; it is a feeling of insufficiency in understanding certain fields of science and culture, a need to acquire new knowledge, an attitude and approach to one´s personal, family and public life, and the conviction that with the help of such intentional activities it is easier to overcome life´s problems. An essential prerequisite for the educational process to take place is an intellectual dialogue arising from inter-personal contact between the lecturer and participant or within a group of participants. This does not negate the growing importance of mass communication media which, however, in themselves cannot carry out the educational process.

In order to allow the above-mentioned special features of adult education to be applied and developed, it is necessary to gradually build such institutions whose statutary pattern, organizational structure and personnel, correspond to their educational purpose. These institutions, in connection with development to date, must create a professional basis, a pedagogical framework for educating an individual as an adult. The educational functions which in certain institutions were regarded as secondary, then become primary, conforming to the development of the division of labour in all spheres of social life. If such institutions are not established, then the social purpose cannot be applied to the full extent in planning and carrying out educational drives. Only such crystalizational cores of a new link in the educational system can do away with the amateurism, anti-methodical and cultural poverty of a good percentage of activities conducted to date in the field of cultural-educational work.

2.4. 2 If adult education is to become an organic link in the integrated system of lifelong education, then it should be recognized as an intentional, specific and autonomous social activity, to the same or similar extent as other links in the educational chain. Even though adult education does not create - and in view of its conditions it cannot create /it only touches a small part of adult activities, and during periods that are not equally spread out in life/ - an identical system to the school system, today it is already indisputable that society in the present epoch cannot get along without a relatively dense network of specially built educational establishments whose efforts will be directed mainly to the sphere of adult leisure time.

3. Structure and developmental trends in adult education

A description of the structure of adult education based on functions /viz sections 2.2 and 2.3, or other schemes/ would be ideal but are mostly unrealizable, from the practical viewpoint, in the national framework, not to speak of an international comparison. This is because many educational institutions, and particularly those institutions dealing with educational activities only peripherally, have no precisely defined goals, not to mention the fact that the goals and motivation of participants do not conform very often to the aims of the educational institutions. Therefore, every realistic description of adult education must proceed from a survey of those institutions carrying out educational activities, from an analysis of their goals and the results they have achieved. In view of the fact that every country has dozens of institutions dispensing adult education, and in various forms as well, it is necessary to try and find the key to link institutions or activities that are closely related functionally into larger entities that could be studied and compared in different countries. On this basis we shall attempt to describe adult education in the Czechoslovak Socialist Republic /ČSSR/ as the point of departure for a proposal for a comparative description of the structure of adult education.

3.1. 1 School forms of adult education are, from the formal viewpoint, the best defined group in the field in the ČSSR. When speaking about school forms we have in mind education carried out in state-run schools, having the same content as schools for young people /general secondary schools, three-year lower vocational schools, five-year upper vocational schools, or the two-year supplementary courses of the three-year school, university-level institutions/ or post-secondary and post-graduate studies, completed with a certificate or degree from a state school. In the past decade, about one per cent of the entire population of the ČSSR received an education in these types of schools and, in view of the intensity of study, those attending such schools evidently expended more time for education than those attending other forms of adult education.

3.1.1. 1 School forms of adult-education in the ČSSR are completely analogous to the school forms of study in other socialist countries. In capitalist countries the situation is complicated by the fact that very often analogous programs of study are not run under the auspices of the state-run schools apparatus or equivalent schools, but by other, privately endowed institutions. Obtaining an equivalent certificate or degree depends on the results of sitting for examinations in schools where the course itself is not given. However, it probably is not too difficult to identify the school forms of adult education under such conditions.

3.1.1. 2 The basic measure of effectiveness of school forms of adult education must be, on the one hand, the proportion of enscribed participants to the number of graduates, and the number of graduates of these schools in proportion to the number of graduates of daytime schools.

3.1.1. 3 This division is important because school forms are the only form of adult education that change the basic /registered by a national census/ educational structure of the population, which is the starting point for future prognoses, i.e. for planning whole series of economic and social processes.

3.1.1. 4 Out-of- school forms of adult education do not have a strictly defined character and must be examined in detail according to other criteria.

3.1.2 Apart from school forms of adult education, the latter is divided according to operators /initiators/ and operational institutions in the ČSSR. These two aspects cannot be overlooked because the operational institutions /Socialist Society for Science, Culture and Politics, Czechoslovak Scientific and Technological Society, and so on/ guarantee the quality of the educational standards, but do not determine the basic goals and tendencies of the programs. For instance, the Socialist Society for Science, Cultural and Politics conducts only 20 per cent of its activities at its own expense whereas the rest of its activities are carried out on the request of local self-government agencies /national committees/ /more than 25 per cent/, the trade unions /ROH/ and industrial plants /each about 10 per cent/, youth organizations, political parties of the

National Front, and other organizations /each about 5 to 10 per cent/. Institutions in the ČSSR which make such requests, or contracting institutions, are divided into the following groups:

a/ social organizations, i.e. political parties, trade unions, the Czechoslovak Red Cross, the Association for Cooperation with the Army, and so on;

b/ enterprises and other economic organizations;

c/ cultural establishments of a general nature /cultural centres administered by the local self-government, houses of culture run by industrial or other enterprises, clubs and so forth/;

d/ specific cultural establishments /libraries, museums, planetaria and so forth/;

e/ special-interest organizations in the narrow sense of the term /societies of gardeners, hunters, numismaticians, and the like/.

3.1.2. 1 The situation in the ČSSR is absolutely comparable to that in other socialist countries. In capitalist countries too, the contracting and operational institutions often are not one and the same but the distribution of these contracting organizations does not correspond entirely to the Czechoslovak structure. In the ČSSR, in first place, church institutions are an insignificant factor in adult education whereas in some capitalist and even certain socialist countries it is quite important. The question therefore arises of how, in an international comparison, to effectively describe the social organizations that according to Czechoslovak law are granted membership in the National Front?

3.1.2. 2 What is important about this division is that the contracting institution decides both the goal and tendency of the educational processes and to a decisive degree influences the composition of the participants.

3.1. 3 Dividing adult education in the ČSSR into operational institutions is somewhat simpler than dividing them according to the contractors. The following categories can be established for operational institutions:

a/ specialized institutions of adult education. /Socialist Society for Science, Culture and Politics, which carries out more than half of all adult education activities in out-of-school forms, the Czecho-

slovak Scientific and Technological Society/;

b/ state schools and scientific institutions;

c/ operators /these are essentially residential school officials of social organizations, residential courses of special-interest organizations and associations - viz 3.1.2. e/ and so forth/.

Quantitatively speaking, the operational institutions listed under point b/ and c/ do not compare in importance to institutions noted under point a/. Although in fact they comprise a far wider range of institutions, their contribution to overall adult educational activities in out-of-school forms does not total more than one fourth of all such activities.

3.1.3. 1 The situation in the ČSSR in generally comparable to that in other socialist countries. One can say that in capitalist countries there exists a group of schools and scientific institutions and a group of operators who carry out educational activity through their own personnel, although the group of educational institutions should be subdivided according to whether they are state, commercial, voluntary, and so forth.

3.1.3. 2 The importance of this division is to be found in the fact that it is the operational institutions which basically determine the quality of the educational activities, the level of professionality of the lecturers´ corps and influence the composition of participants /for instance, in Great Britain there is a marked qualitative difference between educational activities conducted by the Townswomen´s Guilds and the W.E.A. or universities/.

3.1. 4 Another formal divisor in adult education is the question of the obligatory or voluntary character of participation. Traditionally the adult education field was regarded as a purely voluntary concern, but in past decades the number of adult educational forms obligatory for all citizens or for certain groups has increased. In the ČSSR we find two large groupings of obligatory forms of adult education - forms that are obligatory from the viewpoint of nationwide interests /civilian defence of the population, traffic safety - courses for drivers, periodic re-examinations of knowledge linked to one´s profession, specially with regard to safety measures for communal establishments - electrical

installations, medical certificates for physicians, and so forth/ and forms which an enterprise decides is mandatory for all its employees, or groups, or individuals.

3.1.4. 1 Similar forms exist in practically all industrially advanced countries and if they happen to be forms that are obligatory from the viewpoint of national interest they can easily be found in legal statutes or in government regulations. Unfortunately, however, there exists no statistical evidence about obligatory forms of adult education in enterprises. Therefore it would be useful to supplement our knowledge by occasional selective sample surveys which would at least ascertain the overall trend.

3.1.4. 2 This form is important because through it the state takes over part of the responsibility and guarantees a certain minimum security in given spheres of life while enterprises ensure the quality and effectiveness of production by means of education. This also is the only form of adult education involving in educational activities even those groups who display no interest in improving their knowledge or skills. Although we do not have at our disposal precise statistical data about obligatory forms of adult education is it quite evident that their importance in the whole adult educational system increases as civilization evolves.

3.1.4. 3 Non-obligatory forms of adult education cannot be examined in their entirety and must be analysed according to other criteria.

3.1. 5 An ascertainable divisor of adult education is its length, or better said the systematic nature of the individual educational measures. Although non-systematic educational measures /single lectures, talks, and so on/ are not really adult education activities in the narrow sense of the word /viz 2.4.1./, Czechoslovak experience shows that it is these very non-systematic forms which attract a considerable number of participants who attend them regularly.

3.1.5. 1 These forms lack the aim of working toward precisely defined educational goals but they do build up a public of their own for whom

they fulfil the function of systematic educational activities. /This public is larger in Czechoslovakia. The scope of activities of these forms is comparable to those carried out in clubs, societies, and so forth, in other countries, which are less customary in the ČSSR./

3.1.5. 2 This form is important because it attracts to educational activity persons who have no specific aim in the field of education, either of a professional or purely special-interest nature. The ČSSR has not yet succeeded to any great extent in encouraging these participants to shift their interest to systematic forms of adult education, which in fact should be one of the former's goals.

3.1.5. 3 Since systematic forms of adult education do not create a unified whole, they must be examined according to other criteria.

3.1. 6 An important question for the division of adult education is whether it is carried out exclusively in leisure time, or partially in leisure time and partially during working time or exclusively in working time. In Czechosovakia most obligatory instruction in adult education is given during working time. All school forms of adult education are carried out partially during working time, along with some non-obligatory courses of a qualificative nature in which enterprises are eminently interested. We can say that most participants in adult education in Czechoslovakia spend at least part of their working time for this educational purpose.

3.1.6. 1 There is a general trend in all industrially advanced countries to include a certain amount of educational activities in the working time. The percentage of working time absorbed by adult education in the frame of overall educational activities has a tendency to rise.

3.1.6. 2 The importance of including adult education in the working time period is that it considerably facilitates access to such activities by employed persons and creates stimuli for systematic work in adult education and for the attainment of stipulated educational goals.

3.1. 7 An importance similar to the distribution of educational activities between leisure and working time is the division of adult education

into evening, extension and residential school forms of study. Evening forms of study in Czechoslovakia /often coming toward the end of the work day, running over from working into non-working time/ and extension courses /typical of which is independent study linked to periodic consultations, in other words, this form differs from correspondence courses/ are the most prevalent. Residential school courses, for the moment, are conducted almost exclusively in the frame of enterprise training, chiefly the obligatory forms of this training.

3.1.7. 1 In the ČSSR correspondence study in its customary form does not exist and at present the residential and combined forms of study are not very developed.

3.1.7. 2 This division is important since the variety of forms and their adaptation to the present-day rhythm of life and technical means make it possible to reduce the demands of adult education in the physical and psychological sense. It removes some barriers stemming from a similarity that is too close to certain school methods and thus becomes an important condition for the further democratization of adult education.

3.1. 8 The question of tuition is not a principal one in Czechoslovakia: School forms of adult education, non-systematic out-of-school forms, and enterprise training are almost all free of charge; if they are conducted during the work day, the time spent is paid by the employer. Tuition or fees that approach actual costs are charged only for certain courses on practical knowledge and skills such as learning languages, cooking and sewing classes, driving lessons. But even these courses are often sponsored by social organizations, mainly trade unions, which cover the fees for their members. In Czechoslovakia there is not the slightest evidence of any relation between the cost of tuition and attendance.

3.1.8. 1 In this regard, the situation in the ČSSR is more favourable than in most other industrially advanced countries. The influence of higher fees on participation in adult education was registered to a considerable extent, for instance, in Great Britain, when tuition was raised. It is

evidenced indirectly by a considerable direct dependence between the degree of involvement in adult education and higher incomes among various groups of the population in a number of other countries. The overall trend however tends toward society assuming an ever-increasing percentage of the costs involved in adult education, which does not however exclude increases in fees at the same time since the total costs of adult education are rising rather quickly.

3.1.8. 2 The importance of dividing adult education from this standpoint is to determine the influence of tuition or fees on its democratization in view of the fact that fees, if they go beyond a certain rate, create a tremendons barrier for persons in lower wage categories to overcome.

3.1. 9 Another criterion for dividing adult education is whether a certificate or degree is issued on having completed a program, the active or passive character of education and the level of preliminary education required in order to be admitted to a particular educational course.

3.1.9. 1 From the standpoint of adult education in the ČSSR, these criteria do not play a decisive role since only a certificate from school institutions or from obligatory forms of adult education /drivers´ licences, certificates for physicians, and so forth/ are valid whereas other certificates have not gained legal validity or sufficient social prestige to create effective stimuli for adult education. Active forms of adult education, in the narrow sense of the term, relate only to physical training and artistic activities. The level of preliminary education required in most instances /excluding school forms of adult education/ becomes evident only during the educational activity, when a relatively balanced collective of students is formed. The poorer or better prepared students by this time have usually dropped out of the course. In view of the fact that the conditions for preliminary education are not established, the real level of participants which, as we have just mentioned, is formed during the educational process, cannot be noted statistically.

3.1.9. 2 In contrast to the ČSSR, the lack of unity of the school system in a number of capitalist countries creates favourable conditions for the

professional and social validity of certificates from various forms of adult education institutions. These are arranged in a broad scale of varying hierarchies of certificates or degrees from schools.

3.1.9. 3 The results of comparing the situation in the ČSSR and in other industrially advanced countries shows the need to include in a description of the adult education structure a classification according to certificates or degrees obtained.

3.2. Overall description of the structure of adult education

An overall description of the adult education structure must stem from socio-professional characteristics of the participants and non-participants in all forms of adult education, which can be ascertained only by research methods and certainly not on the basis of the records of adult education institutions. In this regard, representative nation-wide surveys, focussed directly on examining adult education, are ideal. Such surveys, for instance, were conducted in the USA and Great Britain, but even surveys directed to other goals, such as regional surveys, and so forth and which are available in practically all industrially advanced countries, would suffice.

3.2.1. 1 The following conclusions can be drawn from Czechoslovak surveys which are applicable to all countries under review: For the most part persons in higher ranking positions, the intelligentsia, students, people employed in jobs requiring higher degrees of complexity and persons with a university education are those most engaged in adult education. Persons who have not completed obligatory education do not commit themselves to adult education and, for the most part, have a negative attitude to it. The involvement of skilled workers and lower ranking employees in adult education is poor. Among these categories the actual degree of involvement is in contrast to their relatively favourable attitude to adult education.

3.2.1. 2 The specific features ascertained through Czechoslovak research surveys compared to research in other countries show a relatively higher involvement in adult education of men rather than women and

3.2.2. 1 In Czechoslovakia on the basis of incomplete data from 1964-66 from various institutions, we can construct a very approximate table of the adult education structure based on institutions of both above-mentioned methods. The table is particularly inexact in the second column; nonetheless it correctly grasps the approximate scope of differences and the main trends in changes.

Table 1

Operational institution	According to reported number of participants %	According to percentage of time devoted to adult education
School system	1.5	45
Socialist Society for Science, Culture and Politics	70	30
Other adult education organizations /including physical training and artistic/	15	10
Other operators	13.5	15

Note: The total number of participants - over 10 million - is clearly an exaggeration; the percentage of time devoted to adult education is very approximate because in many instances data on actual participation is lacking.

3.2.2. 2 In view of the considerable difference between the results of both types of measurement it is important to choose one of them. A number of Czechoslovak and foreign research surveys show that individuals engaged in systematic adult education have an important influence on their immediate milieu /mainly the family/ and thus intensive study has a broader social impact. But in contrast to this, in a number of large-scale, non-recurrent activities there is no evidence of a permanent effect on the broad mass of participants. These facts favour the choice of the second type of measurement, even though this method is more exacting and, a priori, is distorted because it does not include a group

of regular participants in non-systematic forms of adult education /viz 3.1.5/.

3.2.2. 3 The above-mentioned comparison of the contribution of individual operational institutions to the quantitative and qualitative indices of adult education reveals that adult education in the ČSSR has still not created its own, balanced system of education able to compete with school or working education. Education for self-fulfilment and leisure time activity still remains a peripheral matter even in the adult education system.

3.3. Proposal for a comparative description of adult education in industrially advanced countries

The introduction to each comparative description of adult education must be a characterization of the country based on data taken from the last two or three censuses. It should include:

a/ a general characterization covering

- the size and density of settlements;
- the number of inhabitants and particularly the number of inhabitants over 15 years of age;
- the division of the population into town and country;
- the division of the active population according to sectors /primary, secondary, etc./;

b/ a characterization of the state of education and schooling, covering

- the division of the population, over 15, according to education
- the percentage of young people of 16, 18, 20 and 22, still attending school;
- a characterization of obligatory school education /when established, type of schools, changes in length of study/
- types of secondary and university-level schools
- a survey of certificates or degrees that can be obtained on completion of uninterrupted, daytime studies;
- the content and focus of school reforms already introduced and those under consideration.

3.3.1 A description of the structure of adult education must be preceded by information on the activities of the state in the field of adult education both from the viewpoint of legal regulations and that of financial support.

3.3.1.1 Undertaking a survey of the legal norms relating to adult education is an extremely complicated matter since there usually is no law or set of legal measures which specifically deal with adult education. Legal measures in this regard, are customarily a part of broader measures relating to other questions /working rights, consumer protection, and so

on/. Therefore each concrete instance must be approached individually although there are certain questions that definitely should be mentioned:

- whether the state proclaims the right to further education;
- whether the state has a monopoly on a certain field of adult education or assumes control over certain forms of adult education;
- whether the state favours adult education in the working sphere /by granting concessions to students, study vacations, and the like/.

3.3.1. 2 In a majority of instances, the most effective means of social involvement in adult education is through financial support. Just as with legal measures, there is a considerable difference in the forms and extent of financial support by the state /central power/ and the communities and all intermediary stages. For a comparative description the following are most important:

- the total sum allotted to adult education expressed absolutely and in proportion to the budget and to allocations for education in general;
- how the total amount is distributed between the central budget and local budgets, and how the amount in the central budget is distributed according to departments:
- for what purposes the allocations are intended /full financial support for the operation of adult education, subventions for non-governmental adult education institutions, subventions for particular adult education activities, training the teaching staff, research studies, and so forth/;
- whether and in what manner the state controls the use of the financial resources that are allocated /establishing preliminary conditions for obtaining subventions, routine control of specialized control bodies - inspectors, and so on/.

3.3. 2 A description of the adult education structure should proceed from a list of institutions, particularly those specializing in adult education, which provide services for other institutions and individuals interested in education, and particularly non-educational institutions that, apart

from their own fields, conduct educational activities or at least arrange them for their members through the services of specialized adult education institutions.

3.3.2. 1 A description of specialized adult education institutions should include the following elements:

- year of establishment;
- statutes;
- forms of educational activities;
- composition of the staff /number, qualifications/;
- types of educational establishments;
- the certificate or degree which the institution issues or is qualified to issue, if this certificate /degree/ has a legal validity;
- how it is financed /commercially, publicly, by subventions and the like/ and the fee for tuition;
- political, ideological or other tendencies;
- range of services provided /number of participants according to forms/.

3.3.2. 2 Description of the institutions dealing only peripherally with educational activities should include:

- a brief characterization of the institution´s general goals;
- the place of educational activities in the institution´s overall activities /whether it is circumscribed by statutes or organizationally/;
- the services of which adult education institutions it uses;
- elements from the description of adult education institutions that can be employed.

3.3. 3 Although all the basic elements of a description of adult education should include a description according to institutions, it is desirable to include such individual elements in independent surveys as:

- forms of adult education;
- adult education establishments;
- adult education certificates or degrees.

3.3.3. 1 In view of the similarity of names /whose specific features usually disappear in translation/ which hide in fact very basic differences, it is essential that the individual forms - even if they seem quite banal - should at least be described briefly. This applies in double measure to adult education establishments where it would be most desirable to add a description of several concrete types of establishments /a comprehensive big-city centre, the general type of local establishment, and so forth/. At least an attempt should be made to record where and how a diploma, certificate or degree is valid /that is who recognizes it and under what conditions/.

3.3. 4 In view of the fact that obligatory forms of adult education are basically a new phenomenon which seems to be acquiring importance and can bring about quite a big change in the whole adult education system and the attitudes of people to adult education /viz 3.1.4/ it would be useful to devote an independent chapter to the systematic description of obligatory forms.

3.3.4. 1 The previous paragraph is also linked to the division of adult education activities according to whether they are conducted in leisure time, in both leisure and working time, or exclusively in working time /3.1.6/.

A survey of adult education from this standpoint should include the following elements:

- the range of adult education conducted during working time;
- the division of adult education forms carried out in working time on the basis of whether

  a/ they are the result of an employer´s individual decision;

  b/ the generally valid norm included in the working contract, and so on;

  c/ the legally stipulated obligation of an employer.

3.3. 5 The surveys mentioned in paragraphs 3.3.2. and 3.3.4 should include data on the number of participants /possibly the certificates or degrees obtained, and so on/. Since a comparison from this stand-

point would be biased, and probably would distort the real social importance of individual institutions, forms, and so on /viz 3.2.2./, it is worthwhile trying to formulate at least a simplified quantitative assessment of the "intensity" of study where there is sufficient material for an analysis.

3.3.6 Investigation of the socio-professional characteristics of participants in adult education and their motivations is an independent sphere of examination. It would be ideal to include these characteristics in a description of adult education according to institutions, but unfortunately most institutions do not follow, or at least, do not publish information about the composition of their participants. Because of this, in order to obtain relevant data it is necessary to turn to other material - mainly sociological surveys - which are not arranged according to institutions and which also require a different method of analysis. For this reason it is probably more effective to accumulate such information separately.

3.3.6. 1 A description of the situation in adult education should include, in first place, an overall characterization of the participants and non-participants as indicated in paragraph 3.2.1.

3.3.6. 2 Furthermore, it should include a survey of the research studies carried out, or other sources of information, on the structure and motivation of participants, noting in what context the information was obtained so that we do not arrive at unjustified generalizations and comparisons of things that, in fact, cannot be compared.

3.3.6. 3 The concluding section should consist of an attempt to match the information acquired about participants and individual groups of participants with those elements of the description /noted under 3.3.2. and 3.3.3./ which are decisive for a given group /for instance, older persons attend more frequently adult education activities conducted by and in church institutions, individual lectures, in local establishments, and so on/.

3.3. 7 The entire description would be incomplete and would not fulfil its purpose, from the standpoint of a comparative study of adult education, if it overlooked the question of the link-up between adult education acti-

vities and the school system and the individual forms within themselves, and the factual and anticipated /possibly planned/ importance of adult education institutions for a system of lifelong education.

3.3.7. 1 From this standpoint the following in particular should be evaluated:

- adult education activities and their goals as explicity designed to follow-up other adult education activities, or possibly school education;
- the re-integration of participants in adult education into further forms of this education /groups of regular participants, participants in more than one adult education program, participants in non-recurrent events/ with a view to the question of whether this is a form that is a logical continuation or whether it is merely a random selection;
- proposals for a continual system of adult education /i.e. lifelong education/.

4. Problems and obstacles to the development of adult education

4.1. Social aspects of adult education in the coming 10 to 15 years

The influence of social and economic development on adult education is effected chiefly through a/ changes which adult education must use as its starting point in the overall educational structure of the population; b/ the development of leisure time in which most of adult education takes place.

4.1. 1 In the 'sixties there was a considerable growth in the number of students in advanced industrial countries. However, in view of the prolongation of obligatory school education and the increasing number of those going on to further education, the average time of study was prolonged and the corresponding growth in the number of graduates has not yet occurred. Only in the 'seventies will these graduates enter the economy.

4.1. 2 In these countries there will be a change in the qualificative structure of the active population which will assume an eliptical shape /instead of the present pyramid shape/. Yet the number of job openings and newly created jobs for highly skilled workers and professionals will not be enough to cover all the new graduates. At this point, either stricter demands will be made on formal qualifications, and thus pressure exerted on persons already occupying these positions to acquire the requisite degrees or certificates, or a portion of the new graduates will be given jobs that do not correspond to their qualifications and the value of education in the public's mind will be denigrated.

4.1. 3 In both instances adult education will be faced with the necessity either of satisfying the sharply growing demand for educated adults or overcoming the contradiction arising from people's conceptions about their professional and social status and the reality. This can be

done by offering them a broad range of opportunities to adapt, in qualified manner, to the immediate demands of the economy and, primarily, by offering them a chance to more completely fulfil their interests in the non-working sphere.

4.1. 4 Apart from this, adult education will be faced with a new task as a result of changes in the educational structure: To overcome the aversion to education /whose consequences affect anti-social behaviour/ among the lowest educated groups that were disadvantaged to a certain extent. These will no longer form the majority but the minority that was removed from the existing school system before completing a "normal education". The results of a possible educational reform directed to reducing this "removal" will not have a substantial effect during the coming decade.

4.1. 5 Adult education will also face new tasks in relation to the most educated group among which it will have to push the idea of a compulsory, periodic renovation of knowledge to an ever greater extent.

4.1. 6 In regard to the leisure time sphere - if the present, relatively high tempo of economic rate remains - we can envisage the following changes: the overall amount of leisure time will not increase substantially, but household and society will be better equipped for leisure time activities and the opportunities for attractively spending leisure time will grow. There will be a change in the distribution of leisure time during the day, the week and the year, tending toward the concentration of leisure time during the day and week into longer periods and, on the contrary, the spread of leisure time during the year /vacations/ into two or three periods.

The extension of the four-day work week /with no corresponding reduction in the number of working hours/ and the prolongation and distribution of vacation time into several periods could have specially important consequences for adult education.

4.1. 7 Thus new tasks devolve on the adult education field: To create sufficiently attractive milieu and sufficiently enticing forms of adult education to be able to compete with the overall rising level of the way leisure time is spent. A redistribution of leisure time will mean that adult education must adapt its activities, in terms of time, to the new conditions and fully utilize the possibilities offered by an extended week-end, study vacations, and the like.

4.2. Obstacles to the development of adult education

The civilization base which, in the past decade, negated traditions and produced new conceptions and a new reality in adult education, in itself has several retarding elements that have left their mark on this whole field at present. It is not enough, therefore, merely to clarify the social, economic and cultural factors stimulating development, to outline basic functions and perspectives. Hand in hand with this there must be a characterization of the main obstacles and difficulties facing planned educational activities with regard to adult members of society. The following elements appear in this sphere:

- in the social conditions of adult education
- in the actual ways of administering adult education and in the strategies of planning educational systems
- in the attitudes of potential and real participants in adult education
- in the actual educational processes in which adults are engaged.

4.2.1. 1 The development of adult education is hindered by a lack of financial and material means specially allocated for this purpose, both as to general

and particular sections of public administration and to individual branches of the economy. Insofar as adult education is relatively adequately financed, there often is a diffusion of funds and allocations for purposes other than to promote educational activities in the real sense of the term, and their "natural" distribution in favour of upper social groups that are more active in adult education.

4.2.1. 2 Under present-day social conditions, adult education is compelled to compete with more attractive leisure time pastimes and practical activities that are more important in life. In this competition adult education is often defeated because public opinion underestimates - generally, and in terms of making a living - the importance of education and regards this sphere /training and education/ as one of subordination and manipulation. It is resisted because it is allegedly unsuitable for adults, whereas mass cultural consumption and leisure time per se are spheres of free decision-making. Likewise, the practical problems involved in keeping up with improved living standards, the purchase of goods of a more permanent character and the high rate of employment of women, all hinder the development of conditions for education.

4.2.1. 3 Many societies have not yet elaborated effective stimulation systems to give rise to and support economically, socially and politically the participation of adults in supplementary education either generally or with a view to the individual social, professional and age groups.

4.2.1. 4 Education presupposes a firmly established time and space framework. Time periodicity and an easily accessible and suitable place for instruction, thereby creating the external conditions for the educational process, cannot be effected without a certain degree of intensity. These basic conditions have not yet been fulfilled everywhere, although they are absolutely essential from the technical standpoint. The formation of a time and space framework affects both working and leisure time. It also requires - practically and theoretically - that a trichotomy of work-education-leisure time be created out of the dichotomy pattern of work-leisure time. Justification of the demand for educational vacation time, extending into

both work and leisure time, stems from this.

4.2.1. 5 The development of education in adulthood is often inhibited by a lack of understanding on the part of certain politically and economically influential social groups, notably employers, who very shortsightedly subordinate the educational reproduction of the labour force to the immediate needs of economic productivity.

4.2.2. 1 Decisive political, economic and educational bodies are still influenced in their planning and administrative decisions by the view that the opportunities for adult education are socially, psychologically and pedagogically circumscribed and incline to the traditional position of the absolute priority of school education. In determining the strategies of educational development that is the reason why adult education is often ignored. In most countries the particular question of the relation between prolonged obligatory school attendance and the development of adult education has not been resolved.

4.2.2. 2 Although adult education, either administratively or organizationally, cannot be as integrated as the school education of children and youth, its present superfluous fragmentation as far as institutional structures and administration is concerned is a hindrance to its further development. Most countries lack a firmly anchored and legislatively guaranteed administrative coordinating-type centre /nationwide, supra-departmental, supra-institutional, supra-associational/, that would record and analyse statistics and other data and, at the same time, determine the frame of the social and pedagogical process of adult education. This desirable social body should of course be firmly linked to the political, economic, and cultural organs of the given country. This would also overcome the isolation of individual trends, institutions and goal-structures of adult education, which are relics of the past.

4.2.2. 3 Other factors that are obstacles to development are either the narrowing down of adult education to traditional cultural forms and, as a consequence, circumscribing their technical and economic importance or the one-sided subordination of the professionally qualificative aspect of

education to the needs of a narrow understanding of technical-economic management. In the process the unity of both aspects of adult education are underestimated, and their pedagogical purpose in particular, i.e. planning their educational goals in conformity with the entire school and educational system, bearing in mind the social and psychological conditions of adult participants, the construction of adequate educational approaches, socio-pedagogical effectiveness and professionalization of its management.

4.2.2. 4 Adult education lacks a firm educational basis, similar to the organization of school, but specially adapted to the working and living conditions of adults. Even though today we cannot assume that only one type of educational institution for all functions of adult education will emerge, it seems more than desirable to establish a central apparatus which would form the backbone of the entire adult education system, both in the working-qualificative and cultural-special interest sphere.

4.2.2. 5 Planning and administering adult education does not proceed from a systematically conducted analysis either of the technical economic indices of employers' organizations and the perspectives of leisure time, or from the specific qualificative educational needs of the individual social and professional groups, or the interests and attitudes of potential participants.

4.2.2. 6 Only documented social usefulness and effective publicity can maintain the interest of public officials, of employers and potential participants in adult education. Results that have been insufficiently followed up, unelaborated criteria of evaluation and indifference to social response permanently hinder the development of adult education.

4.2.2. 7 Despite a number of theoretical attempts in the past decade in different countries of the world, adult education still lacks a well-grounded theoretical, research and developmental basis in pedagogy, psychology, sociology and the economics of educational processes with adults.

4.2.3. 1 A large number of adults show a marked degree of educational resistance. They exaggerate their educational prerequisites, personal experience and routine, and underestimate the need to be systematically informed and the possibilities offered by a rationally arranged educational process. This

is not a handicap conditioned by conscious hindrances in the subjective prerequisites for study but a matter of motivation, of an individual´s attitude.

4.2.3. 2 Apart from factors that are socially common, the microclimate of a work site or neighbourhood has a negative effect on the attitude to education based chiefly on the subjective experience of school education, which does not create systematic self-educational and study skills, and habits, or a technique of seeking knowledge and important information of a working or personal character.

4.2.3. 3 Research shows that the lower the level of preparatory education, the less likely it is that the individual will join the educational process on becoming an adult. At the same time, however, it has been ascertained that the general prolongation of obligatory education does not produce an unequivocally positive attitude toward education and a determination to educate oneself.

4.2.3. 4 Pedagogical effectiveness in adult education is considerably reduced by the high percentage of failures, of school drop-outs who have not attained their original goals. Although the contradiction between the demands of study and the living conditions of adults cannot be entirely removed, it is clear that there is no systematic individual counselling service of a permanent type assisting adults to join the education process.

4.2.3. 5 Participants in the educational process often lack a real ability to imbibe new facts, to mesh them with whatever knowledge and experience they already possess and to modify their professional activity and habits.

4.2.4. 1 Activities for adults that are regarded as adult education do not always correspond to features that are intrinsic to the educational process /namely 2.4.1/ . Systematic programming of the educational process, in the light of its definition, is a basic condition for its effectiveness.

4.2.4. 2 A construction of the content of adult education is only a transfer of the content of school education to different conditions. The functional character of knowledge, with a view to its concrete educational purpose for adults and what is expected of it, is a condition sine qua non that can be achieved by a systematic analysis of the aims in a given professional or

cultural educational field, by determining the needs of application of communicated knowledge and by investigating the educational conditions of the participants.

4.2.4. 3 Since the educational process among adults is concentrated in a very limited period of time, compared to the school education of youth, if irrationally organized /without the use of all modern teaching aids/ it becomes very ineffective.

4.2.4. 4 Adult education in practice does not sufficiently plan the transfer of communicated knowledge to professional activities. Without the application of this knowledge in professions and in leisure time, adult education cannot be appreciated either by society or among the individual participants in it.

4.2.4. 5 The adult education process lacks a serious level of professionalism among teachers /lecturers/ who are unable to link specialized and pedagogical aspects of their work. These shortcomings are caused by insufficient preparation as well as insufficient supplementary training of professional and external teachers /lecturers/, which has not been elaborated carefully enough.

4.3. What must be done so that adult education can fulfil its tasks?

In adult education it is necessary to remove the strict division into general and vocational education and endeavour to combine to the maximum degree both elements into each program. It is necessary to abandon the presumed superiority of one or the other element and attempts to carry out only purely special-interest education. Expansion of the social foundations of adult education is directly linked to abilities to combine special-interest elements with qualificative or socially functional ones.

4.3. 1 In the overall-social framework: Adult education should be recognized as an organic part of the national educational system; those forms of adult education for which the state will assume full responsibility should be legalized and its relation to other adult education activities be precisely defined. As a result, in the state budget and in the budget of the relevent departments, adult education should be given a place, in terms of allotment

of funds for education, corresponding to its importance.

4.3. 2 On the level of the overall administration of adult education: A nationwide body should be set up, having sufficient legal power to coordinate and control adult education activities, so that:

- large outlays are effectively utilized;
- from the viewpoint of society´s needs, there is guidance of the contextual composition of adult education;
- there is control of the quality of study and legal protection of students of adult education;
- a flexible system of documentation and information can be built up, and
- there is developed and effective concentration of research work in the field.

4.3. 3 On the level of carrying out adult education programs: It is necessary to establish a network of fully equipped adult education centres that would comprise the backbone of the whole adult education system. Their tasks - apart from instruction - would be:

- to prepare lecturers for adult education;
- to prepare and produce teaching aids for adult education;
- to conduct experimental courses at which new didactic, methodic and technical approaches to study would be tested:
- to offer consultation services to lecturers and participants in adult education within their range of competence.

4.3. 4 In questions of adult education research it is necessary to focus chiefly on its social importance

- to define the present and future needs of society vis à vis adult education;
- to ascertain and describe the existing influence of adult education;
- to elaborate a system of stimuli /financial, legal, social-psychological/ for adult education and to draw up plans for socially effective publicity campaigns;
- to follow the development of science, technology, and living customs, so that broad supplementary school programs can be prepared in time, or better said, to insist on retraining in areas where ignorance can be a

danger to society /starting with driving courses and ending with the application of new chemical, biological and other findings/.

4.3. 5 In conformity with social research in the field of adult education there should be an investigation into the needs of adult education equipment, their most effective types /adaptation of school for evening courses or constructing residential school establishments/ and so forth, which would make possible longer-term planning and prevent the short-sighted wastage of funds in what, in the long run, will evidently be unsuitable buildings, equipment and furnishings. In recent years these expenditures have vastly increased the cost of adult education per participant.

4.3. 6 The investigation suggested in 4.3.5 should be based on research work in the field of didactics and adult education techniques which must be carried out as a matter of routine in basic adult education centres /viz 4.3.3/. However, this must become a part of overall pedagogical research conducted in the frame of the school system, since the continuity of pedagogical effect is the key question in a reform of the entire educational system, which should lead to the formation of an authentic, lifelong education in future.

4.3. 7 On the question of teaching methods, it is necessary to draw up and test the effectiveness of new didactic and technical approaches, but primary attention should be directed to a maximum blending of various forms of education, beginning with daytime studies and continuing through short-term residential courses, evening cycles, education by radio and television, correspondence courses,and so forth. Only by elaborating the possibilities of transition and mutually complementing different forms of adult education, linked directly to and taking up from school education, can the prerequisites for lifelong education be created.

4.3. 8 Research in all fields must not only have a national character but an international one as well. In the international frame, of primary importance are:

- the establishment of information-documentary centres /probably an independent one for each field/;

- the elaboration of methods for a comparative description;
- preparation of multilingual terminological dictionaries;
- preparation of parallel or special research programs;
- preparation of independent instruction courses for more than one country to promote international understanding.

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